

# 2019 Annual Report to The School Community



School Name: **Milawa Primary School (0737)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 10 March 2020 at 01:10 PM by Ash Campbell (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 29 October 2020 at 11:04 AM by Nathan Mullane (School Council President)

## About Our School

### School context

Milawa Primary School continued wonderful growth throughout 2019 having an enrolment of 75 students across three classes. The school provided a diverse and rich curriculum guided by our annual implementation plan target areas and a committed and professional staff who aligned themselves with these targets to provide the very best opportunities for their students. It was a year of immense growth for all with an key emphasis on the goals of our strategic plan . This plan reflects both the needs of the current student population with a clear focus on literacy and numeracy as well as the integral component of family engagement in learning.

Support continued from an amazing school council and parents & friends group with engagement and locally raised funds being areas of high success. The school has consolidated its place as a true community educational learning hub and has set itself for a future of excellence.

### Framework for Improving Student Outcomes (FISO)

#### Excellence in Teaching and Learning – Building practice excellence

This area was a major component of our 2019 annual implementation plan. Our focus continued in supporting teacher practice with excellence in the teaching of vocabulary in particular with the ultimate goal of enhancing student growth.

#### Professional Leadership – Building Leadership Teams

2019 saw the focus continue on Maths, Literacy and PLC (professional learning communities) coordination. Major gains were made in the development of curriculum documents to support both Maths and Literacy and staff were involved directly in driving these initiatives. Staff were leaders in the PLC process now also have the skills to lead strongly in all curriculum areas.

#### Positive Climate for Learning – Empowering students to build school pride

Our 2019 focus areas included teacher effectiveness, student learning confidence, learning focus and stimulating learning. One common theme that was contained within and as such continues to drive all at the school is the emphasis and value on the word learning and the structures and support provided to create it. Students are supported and empowered to set strong learning goals and drive their own learning.

#### Community Engagement in Learning – Building Communities

For our size, the school's level of community engagement is an area of pride. Backed by strong structures at executive levels, activities and involvement of families remained a constant with continued focus on learning. The school also excelled in the area of fundraising to support school programs and development.

### Achievement

2019 was a year of reward in many areas of achievement for the commitment that had been made to high level professional learning of staff during the term of this current strategic plan. Previously we had invested heavily in the development of teacher practice in Maths and 2019 showed some positive signs of growth in all students. Teachers summarised that 95% of students achieved at or above their expected level. Naplan results also helped to triangulate this improvement with our grade 3 and 5 results exceeding our four year average. A major area of celebration was the growth of year five students in Maths with 100% of students gaining medium to high growth. We developed a new initiative within literacy and a specific focus on the teaching of vocabulary. Teachers were immersed in rich professional development and practice was enhanced by the PLC process. Teachers reported that 97% of students achieved at or above age expected standards. A highlight of achievement was 80% of year three students in the top three bands of achievement in reading which put us above results with similar schools. The results for learning gain for year five were more wide spread and as such key areas of spelling and reading have been made priorities in the 2020 annual implementation plan.

## Engagement

Milawa students love coming to school. We provide a safe, engaging environment where every student is valued as a key contributor to our school. Our school attendance rate data indicates that all cohorts have a high level of attendance with an over all average of 94.4% attendance rate. The school continued to emphasise engagement at all levels as a priority particularly with learning. The school is seen as a regional leader in regards to the engagement level of parents and carers within areas that support the school's functioning and local fund raising. The school surpassed all goal areas in regards to locally raised funds and this is credit to the families of the school. This level of engagement also provides an ideal platform for the continued emphasis on learning as we move through our strategic plan years. School leaders are developed via our school captain process and this leadership provides a positive role model for all students to follow in how to engage in education. Our approach also to 'good will' services such as our before school care and breakfast club services help to create a welcoming, safe and engaging environment for all students. Parents are a key to this engagement and our data indicates that they are incredibly supportive with a parent satisfaction endorsement percentage of 94.6, well above the state average.

## Wellbeing

Wellbeing has always been a priority at Milawa Primary. Well established programs such as Blueearth, smiling mind and weekly lessons in emotional intelligence ensure our students are being exposed to the best research backed strategies to improve their connectedness to school and stand up to incidents of bullying. Students in years 4 to 6 completed the annual student opinion survey and our students indicated that 71% of students felt connected with the school and 73% of students had a positive response to the school's management of bullying behaviour. The school has set specific goals through the AIP process to continue high level approaches to student wellbeing as well as preventative measures to reduce bullying. All staff are fully committed to implementing elements of the well-being proficiency in their teaching and there is a great commitment by all stakeholders to establish a safe community for our children. Again the school performed well in the overall summary of parent opinion results for 2019. The school will continue to be proactive in its approach to wellbeing within this ever changing world that our young people have to endure.

## Financial performance and position

The school concluded 2019 in a strong financial position. All key areas for expenditure to improve student outcomes were action-ed and as a result the learning environment for the students as well as for all stakeholders continues to strengthen. The school will continue to target areas of need in 2020 with an emphasis on learning, engagement and inclusion of high priority. A large amount of credit needs to go to parents and carers for their continued commitment to fundraising which helps incredibly to improve the learning environment for all.

**For more detailed information regarding our school please visit our website at**  
<http://milawaps.vic.edu.au/>

# Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

### Enrolment Profile

A total of 75 students were enrolled at this school in 2019, 35 female and 40 male.

0 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	94.6	85.8	79.2	92.0

### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	94.4	79.5	68.5	87.9

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	97.3	89.7	81.7	95.0	Above
Mathematics	95.9	90.3	81.8	95.8	Above

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	80.0	76.5	60.0	90.0	Above
Year 3	Numeracy (latest year)	65.0	67.7	50.0	84.6	Below
Year 5	Reading (latest year)	58.3	67.6	50.0	83.1	Similar
Year 5	Numeracy (latest year)	61.5	59.3	41.2	76.4	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	67.3	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	59.6	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	69.2	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	55.0	56.3	40.7	71.7	-

### NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN Learning Gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	36.4	18.2	45.5
Numeracy	0.0	46.2	53.8
Writing	30.8	53.8	15.4
Spelling	46.2	30.8	23.1
Grammar and Punctuation	15.4	53.8	30.8

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	11.1	16.3	13.9	19.4	Above
Average number of absence days (4 year average)	11.5	15.5	13.5	18.2	-

### Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	94	94	96	96	95	91	95

**WELLBEING**

**Student Attitudes to School – Sense of Connectedness**

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	71.0	80.9	71.8	88.9	Below
Percent endorsement (3 year average)	81.9	81.4	73.9	88.1	-

**Student Attitudes to School – Management of Bullying**

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	73.6	81.6	72.2	90.0	Below
Percent endorsement (3 year average)	78.4	81.7	74.4	89.1	-

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$748,674
Government Provided DET Grants	\$117,945
Government Grants Commonwealth	\$1,500
Government Grants State	\$5,212
Revenue Other	\$6,027
Locally Raised Funds	\$108,462
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$987,819</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,125
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,125</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$719,157
Adjustments	\$0
Books & Publications	\$855
Communication Costs	\$3,449
Consumables	\$21,552
Miscellaneous Expense <sup>3</sup>	\$58,244
Professional Development	\$5,462
Property and Equipment Services	\$71,375
Salaries & Allowances <sup>4</sup>	\$69,592
Trading & Fundraising	\$13,941
Travel & Subsistence	\$162
Utilities	\$11,456
<b>Total Operating Expenditure</b>	<b>\$975,245</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$12,574</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$27,219
Official Account	\$19,195
Other Accounts	\$17,956
<b>Total Funds Available</b>	<b>\$64,371</b>

Financial Commitments	Actual
Operating Reserve	\$41,666
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$2,500
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$4,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$10,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$58,666</b>

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 26 Feb 2020 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*

# How to read the Annual Report

## WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

### **Achievement**

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for Teacher Judgements against the curriculum
  - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

### **Engagement**

- student attendance and engagement at school, including:
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### **Wellbeing**

- Attitudes to School Survey (ATOSS) factors:
  - Sense of Connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

## WHAT DOES SIMILAR SCHOOL COMPARISON REFER TO?

The Similar School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

## WHAT IS THE VICTORIAN CURRICULUM?

The Victorian Curriculum F-10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').